

# Beginning Teacher Individualized Growth Plan

1. Fill in identifying data on the beginning teacher and the mentor teacher. Specify the school year and indicate (by circling 1, 2, or 3) if the beginning teacher is in the first, second, or third year of the Initial Licensure Program.
2. Review the 10 INTASC Standards for Beginning Teachers. Using the attached form, assess the beginning teacher's standing relative to each of the standards.
3. Based on the review of the INTASC Standards, identify the standards on which the beginning teacher will focus for the IGP year.
4. Identify the key indicators on which the beginning teacher will focus during the IGP year.
5. Identify the activities/strategies the beginning teacher will use to focus on the targeted Key Indicators during the IGP year.
6. Identify the resources (people, funds, materials, or time) needed to accomplish each activity/strategy.
7. Identify a target date for each activity/strategy.
8. Record the completion date for each activity/strategy.
9. Identify evidence of completion of each activity/strategy.
10. Near the end of the school year, the beginning teacher, the mentor teacher, and the principal should formally assess the progress of the beginning teacher in realizing the targeted key indicators. Each should sign and date the comments.
11. Throughout the year, periodic conferences should be conducted to assess the beginning teacher's progress in realizing the targeted key indicators. Summaries of these conferences should be recorded on the Assessment Conferences sheet. Additional copies of this sheet should be made as needed.